

Childminder report

Inspection date: 26 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder knows the children that she cares for well. Children show that they feel safe. They are settled and comfortable in her care, cuddling up to the childminder when they need reassurance or comfort. The childminder supports children's communication and language development well. Children eagerly listen as the childminder reads familiar stories to them. The childminder encourages children to remember and talk about the main events in the story. Children show that they understand the meaning of complex words, such as cocoon. They are able to recall prior learning, for example, that caterpillars transform into butterflies. Children talk about how they found caterpillars in the childminder's garden last summer. They remember that the caterpillars had eaten some of the vegetables that were growing in the garden.

The childminder supports children to be independent. Children learn to dress themselves for outdoor play. Older children help younger children find their coats and hats. The childminder encourages older children to put on their own waterproof trousers and to keep trying when they struggle to do up zips. She helps children check that they have their boots on the right feet. Under close supervision, the childminder supports older children to safely use a knife to cut up fruit for their snack. She explains to children that they need to hold the knife by the handle as the blade is sharp.

What does the early years setting do well and what does it need to do better?

- The childminder has a secure understanding of children's development. She makes careful assessments of children's progress and considers children's individual needs when planning targets for their individual development. The childminder implements a curriculum aimed at preparing children to gain the skills that they will need to be ready for their eventual transition to school, such as being independent in their own self-care.
- The childminder supports children to learn about healthy lifestyles and to make good choices about the food that they eat. She talks to children about the benefit of healthy food and a balanced diet. Children are learning that the occasional treat is okay, but that too much sugar will impact on their dental and physical health. The childminder supports children to wipe their own noses, to cover their mouths when coughing and to wash their hands before eating. Children are learning about how germs spread and the importance of good hygiene practices.
- The childminder recognises the importance of children spending time outdoors each day. She encourages and supports children to complete an obstacle course. Children have the opportunity to practise balancing and develop their spatial awareness and coordination as they walk along stepping stones and jump in and

out of tyres.

- The childminder provides opportunities for children to develop their social skills. She takes children out within the community to story sessions at the library and to local toddler groups, where children get the opportunity to play and interact with children who are the same age.
- The childminder encourages children to be polite and use good manners. She praises them for saying please and thank you. However, the childminder does not explain to children why certain behaviours are unwanted. When children take toys from each other or push each other, the childminder tells them to share or not to push, rather than explaining to the children the consequences of their behaviour. This means that children are not developing an understanding about the impact their behaviour has on others.
- The childminder skilfully encourages children to use mathematical language. For example, when reading books, she encourages them to count the objects in the pictures and find objects that are the same as each other. However, the childminder does not always plan the implementation of activities well enough. For example, children sometime struggle to fully engage with the activities on offer as they do not have enough room to access the resources they want to use.
- The childminder actively seeks to develop her knowledge and skills. She makes good use of professional development opportunities offered by her local authority, as well as accessing online training. The childminder recently completed training on mathematics in the early years and has used her new knowledge to strengthen the way that she supports children to develop their numeracy skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support children to understand why some behaviours are unwanted, and help them understand the impact that their behaviour has on others
- ensure that children have the space needed to take part fully in planned activities.

Setting details

Unique reference number	EY281510
Local authority	Leicestershire
Inspection number	10390448
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 May 2019

Information about this early years setting

The childminder registered in 2004 and lives in Moira, Derbyshire. She operates all year round from 8.30am until 5.30pm, Monday to Thursday, except Christmas, bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides government funded places for children aged nine months to four years.

Information about this inspection

Inspector
Teresa Lester

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out joint observations of group activities with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder provided the inspector with documentation to demonstrate her suitability.
- The inspector took account of parents' views through reading written feedback.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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